



A GUIDE FOR LEARNING FACILITATORS

**Combining The Persuasive Art of Presenting and
The Gentle Art of Encouraging Continuous Professional Growth.**

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The Gentle Art of Encouraging Continuous
Professional Growth.

A GLOBAL LEARNING COMMUNITIES MANUAL

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INTRODUCTION

The rapidly changing face of education and learning in recent years requires a corresponding shift in the way we look at learning for adults in our society. Teaching can be either the most challenging, or most procrastinating profession in the world. The term 'lifelong learning' while often in danger of becoming both overused and used in a flippant manner, is a crucial concept and must be a requirement of our teachers.

As education moves increasingly into a digital era our methods of curriculum development, the teaching and learning strategies we use and delivery methods are all major issues. A recent emphasis on 'innovation' by Australian governments means that yet more imposts will be made on teacher capacity in the future. The closer alignment of education with the needs of business and industry without loss of the integrity of a general education involving health, wellness, culture and the arts is a further challenge for us. Increasing complexities in the profession of teaching combined with a rapid growth in both our understanding of human learning, developmental appropriateness, and the advent of a much broader variety of learning environments, including community, workplace and digital environments, require that adult learning be given a much more prominent position in the thinking (and funding) of policy makers. Without due attention to a simultaneous understanding of these areas our children will not receive the quality of teaching and learning they require.

To assist the professional learning and growth of others is no longer the responsibility of consultants and 'trainers'. Each of us needs to take a role in both our personal professional growth as well as be 'response-able' for that of our peers. This requires us to have an understanding of how we may achieve this. Professional 'coaching' is a field which requires specialised knowledge, attitudes and skills and which, if conducted well, pays enormous long term dividends in professional growth. An entire section of this manual is dedicated to an exploration and explanation of how to incorporate coaching into your school plan.

This manual is designed, not as a step by step 'how to run a workshop' manual, but rather as a collection of information that may be adapted to the individual or group which may be wishing to assist professional improvement. It is not a book, and is not designed to be used sequentially, but rather as the appropriate section becomes relevant.

It contains a range of different types of information including:

- Tips
- Explanations
- Strategies for dealing with people types and situations
- Articles
- Assessment tools and inventories

The manual contains a number of different sections including:

- Key Ideas about Adult Learning
- Consulting Skills: Ideas and Inventories
- Some ideas for running workshops
- Facilitating Change in Groups
- Dealing with the challenge of different roles and personalities

Managing Meetings

Conflict resolution, mediation and decision making

Encouraging reflective practice

Coaching

While this is not designed as a comprehensive manual, it does contain information which will (or should) be of interest to each adult in your school.

In pursuing a shared goal of continuous education and improvement of our teaching profession, I wish you well in your personal goals, and the your contribution and influence on your peers, students and our society.

Julie Boyd

CEO Global Learning Communities

1999 Telstra Tasmanian Entrepreneur of the Year

1999 Finalist: Ausindustry Innovations Award

2000 Businesswomen's Hall of Fame

Featured: Centre for Leadership for Women Website 2002